

## QCST 200 – Introduction to the Study of Quebec

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Wednesdays & Fridays  
1:05 PM-2:25 PM  
Education 129

Office Hours: Tuesdays, 10:00-11:00 AM & Thursdays, 2:00-3:00 PM

### Description of the Course

This course is an introduction to the ideas and approaches that scholars have used and developed to study Quebec. It will familiarize students with some of the foremost issues which have shaped Quebec historically and continue to influence contemporary life. Employing an interdisciplinary focus, the course examines changing notions about territory, identity, language, citizenship and belonging. The complexity and diversity of Quebec (11 Aboriginal nations, multilingual, multiethnic and religious communities, minority status within Canada and much more) will also be explored from a comparative perspective to identify characteristics that Quebec shares with other nations and those that are different. (Listening and writing comprehension of French is helpful but not required.)

### Organization of the Course

Class time will center largely on formal lectures, guest lectures, round tables, and presentations. Since the course is interdisciplinary, students will read the publications of historians, anthropologists, sociologists, and political scientists, visit museums and archives, and watch and discuss documentary and feature films.

Scholars and community members who are doing important work on aspects of Quebec life will present their research and work as invited lecturers. Drawing upon a variety of sources and approaches to the study of Quebec, students will be responsible for reading the assigned articles and book chapters in order to participate fully and effectively in classroom discussions. Students must purchase a **coursepack** as well as the following **volume**: Stéphan Gervais, Christopher Kirkey, and Jarrett Rudy (eds.), *Quebec Questions 2<sup>nd</sup> Edition*, Oxford University Press, 2016 (coursepack and volume are available for purchase at 3544 Avenue du Parc and for three-hour loan at the Redpath Reserve).

**You will have the opportunity to participate in an *Experiential Community-Engaged Learning and Research [ExCELR]* project with a Montreal community organization for 3 hours a week to implement the knowledge gained from our readings and lectures. Interested students will need to fill in a short application form to participate that must be completed by the end of week #2 of classes.**

## Course Objectives

1. You will gain knowledge of key themes in the history of Quebec, culture, and contemporary Quebec, in particular, of Montreal's multiethnic character and of the experiences of people and their relationships with each other.
2. You will develop a critical awareness, from an interdisciplinary perspective, of the methodologies that scholars have developed to study Quebec: how they have constructed arguments, used evidence, interpreted, and represented the nation. Varying and oftentimes contending views and interpretations on various subjects related to Quebec are found in most monographs and scholarly articles.
3. You will hone your critical assessment, reading, writing, listening, and oral skills in order to analyze the strengths, weaknesses, and validity of the various approaches to Quebec that are presented in primary and secondary sources.

## Course Evaluation

Component	Weight
<u>OPTION 1 – Regular Course Option</u>	
<b>Participation</b> <ul style="list-style-type: none"> <li>- includes interaction with instructors and with peers, participation in class exercises, regular attendance</li> </ul>	20
<b>Report on Museum visit</b> <ul style="list-style-type: none"> <li>- done through myCourses Discussion tool</li> <li>- must be submitted <b>by October 10</b> before midnight</li> <li>- 300 words</li> <li>- provide a personal appraisal of your visit and draw brief links with some of the reading materials and lectures/discussions in class.</li> </ul>	10
<b>Reading Responses</b> <ul style="list-style-type: none"> <li>- done only once during the term through myCourses Assignment tool</li> <li>- responses must be submitted before the start of the Wednesday class that week</li> <li>- choose one of the <i>Quebec Questions</i> assigned readings and provide responses to each one of the "Questions for Critical Thinking" at the end of the chosen chapter</li> <li>- 400 words per question.</li> </ul>	25
<b>Research Essay</b> <ul style="list-style-type: none"> <li>- done through myCourses Assignment tool</li> <li>- must be submitted <b>by December 7</b> before midnight</li> <li>- 2000 words</li> <li>- two possibilities for topic: (A) analyze a specific Quebec issue or question, or (B) analyze a Quebec work of art (a feature film, novel, song, etc.). <b>Students must individually consult with me before finalizing their paper topics.</b></li> </ul>	45

<b>OPTION 2 – Experiential Community-Engaged Learning &amp; Research (ExCELR) Option</b>	
<p><b>Participation</b></p> <ul style="list-style-type: none"> <li>- 24-hours (3-hrs per week X 8 weeks) of community work at a local community organization that you select and apply for</li> <li>- <i>ExCELR Orientation</i> (1.5-hrs during week # 3) – facilitated by McGill’s Social Equity and Diversity Education (SEDE) Office</li> <li>- <i>Mid-term Group Reflection Discussion</i> (1.5 hrs during week # 9) – facilitated by McGill’s SEDE Office</li> <li>- community partner evaluation at end of term will be considered in your assessment</li> <li>- includes instructor, peer evaluation (if doing team work), and community-placement attendance</li> </ul>	20
<p><b>ExCELR Presentation</b></p> <p>If you choose to do the ExCELR option for this course, you will be required to give a 10 minute presentation in one of the last 2 classes on your experience at your community placement. Your goal will be to convey all aspects of the ExCELR experience to the class. You will discuss the organization, its purpose, what you have learned as a result of the placement, the challenges you faced, etc., and you will be expected to answer questions from your classmates. You will also want to make some links between what we’ve learned in class and what you experienced. ExCELR students will not have to present on a course reading.</p>	10
<p><b>ExCELR Reflection Journal (5 @ 5% each)</b></p> <p>Every 2 weeks, you will be required to respond to structured questions (provided by the instructor) about your ExCELR experience.</p> <ul style="list-style-type: none"> <li>- done through <i>myCourses</i> Discussion tool</li> <li>- 300 words</li> <li>- questions are guided and purposeful: helping students promote a deeper understanding of course subject matter and its relation to their community placement experiences while helping develop thinking towards your final paper.</li> </ul>	25
<p><b>Final Paper</b></p> <p>Rather than submitting a research essay, you are required to submit a reflection paper of about 1500 words detailing your experience <b>by December 7</b> before midnight through the myCourses Assignment tool. Your paper should not only reflect on what you did and what you gained from the placement, but it should also include a section linking how the placement relates to the ideas and themes in the course. The precise content of the paper will depend in part on the nature of the placement position. <b>ExCELR students should discuss their paper with me before November 10.</b></p>	45

*In accord with McGill University’s Charter of Students’ Rights, students in this course have the right to submit in English or in French any written work that is to be graded.*

McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see [www.mcgill.ca/students/srr/honest/](http://www.mcgill.ca/students/srr/honest/) for more information).

### Class Schedule

Week #1	<p><b>Sept. 6</b> Course overview</p> <p><b>Sept. 8</b> Presentation of ExCELR options in class with SEDE and deadline for application</p>
<b><i>PART I - Studying the History of Quebec</i></b>	
Week #2	<p><b>Sept. 13 &amp; 15</b> The “New” World, and the French and English regimes <u>Readings:</u> Quebec Questions, chapters 1 &amp; 2 <a href="#">G. Stevenson (in the Canadian Journal of Political Science)</a> R. Breton (in coursepack)</p> <p><i>(ExCELR placements decided)</i></p>
Week #3	<p><b>Sept. 20</b> ExCELR pre-placement orientation with SEDE (attendance is optional for the other students)</p> <p><b>Sept. 22</b> Presentation with Library staff on using the university library for research</p>
Week #4	<p><b>Sept. 27 &amp; 29</b> The place of Quebec within Canada and North America <u>Readings:</u> J.A. Macdonald (in coursepack) G. Stevenson (in coursepack) <a href="#">L. Balthazar (in The Annals)</a> Quebec Questions, chapter 6</p> <p><i>(ExCELR placements have started; orientation at community sites)</i></p>
Week #5	<p><b>Oct. 4</b> Visit to the Centre d’Histoire de Montréal museum (we meet there)</p> <p><b>Oct. 6</b> Montreal as Quebec’s metropolis <u>Readings:</u> N. Kenny (in coursepack) C. Poitras (in coursepack) <a href="#">B. Debarbieux (in Ecumene)</a></p>

<b><i>PART II - Studying the Culture of Quebec</i></b>	
Week #6	<p><b>Oct. 11 &amp; 13</b>  Cinema, literature, theatre  Viewing of feature film “Mon Oncle Antoine”  <u>Readings:</u> Quebec Questions, chapters 7, 28 &amp; 29</p>
Week #7	<p><b>Oct. 18 &amp; 20</b>  Music, visual arts, sports  <u>Readings:</u> Quebec Questions, chapters 8, 9 &amp; 13</p>
<b><i>PART III - Studying the Society of Quebec</i></b>	
Week #8	<p><b>Oct. 25 &amp; 27</b>  Relationships between linguistic groups  Viewing of documentary film “Québec My Country Mon Pays”  <u>Readings:</u> Quebec Questions, chapters 10 &amp; 11  <a href="#">P. Lamarre (in Anthropologica)</a></p>
Week #9	<p><b>Nov. 1 &amp; 3</b>  ExCELR group reflections with SEDE  (attendance is optional for the other students)</p>
Week #10	<p><b>Nov. 8</b>  Relationships with Indigenous peoples  Viewing of documentary short “<a href="#">The Oka Legacy</a>”  <u>Readings:</u> Quebec Questions, chapter 25  D. Rueck (in coursepack)</p> <p><b>Nov. 10</b>  Relationships with newcomers  <u>Readings:</u> Quebec Questions, chapters 15 &amp; 16  S. Mills (in coursepack)</p>
Week #11	<p><b>Nov. 15</b>  Conference (guest and topic TBA)</p> <p>(No class on Nov. 17)</p>
Week #12	<p><b>Nov. 22</b>  ExCELR presentations</p> <p>(No class on Nov. 24)</p>
Week #13	<p><b>Nov. 29</b>  ExCELR Presentations</p>

	<b>Dec. 1</b> Last class
December 7	Hand-in final paper to instructor and summary to community group

## Experiential Community-Engaged Learning & Research (ExCELR) Option

### I. What is ExCELR?

ExCELR--an initiative of McGill's Social Equity and Diversity Education (SEDE) Office-- is similar to a community service-learning pedagogical approach where projects created with community organizations are linked to academic content and learning objectives. Reflection activities (eg. journals, discussions) intentionally connect the community experience to the learning objectives of the course. This combination of action and reflection enriches student learning, teaches civic responsibility and strengthens communities.

ExCELR projects are created in collaboration with your instructor, local community organizations and SEDE staff to ensure that projects provide students with meaningful and engaging exposure to the community, are relevant to course content, and meet the desired needs of the community within that particular semester

### II. Structure of program

Students who choose this option will do volunteer work off-campus for approx. 21-24 hours over the semester for a project that addresses critical political, social or economic needs and assets in our communities. The reflection component of the course will deepen the students' understanding of who they are, what they know, how the world around them works, their place in it and responsibility to it and each other.

The work site will be arranged for the students and the workload in this course will be adjusted to reflect time spent in community work.

### III. Benefits of ExCELR

- Increased student engagement and retention of course material
- Allow students to develop professional skills in a real-world setting
- Increase in emotional empathy and civic engagement
- Opportunity for instructors to add new dimensions to classroom learning
- Creates opportunities to accommodate variety of learning styles and sources of knowledge
- Public transit tickets are provided (upon request)

#### IV. ExCELR Expectations and Responsibilities:

a. Students participating in an ExCELR option are expected to:

- i. Fulfill their 24 hours from week # 4 to 11 and complete project tasks and deliverables.
- ii. Agree to a precise work schedule with the site supervisor and adhere to it.
- iii. Provide a minimum of 24 hours notice of absence.
- iv. Participate in any required orientation/training in their work site and as offered by the Social Equity and Diversity Education (SEDE) Office at McGill.
- v. Follow work site regulations and respect fellow co-workers.
- vi. Serve in a manner that reflects positively on McGill University.
- vii. Notify the instructor if the site supervisor terminates the volunteer position.
- viii. Submit five (5) 300-word Reflection Journals through *myCourses*. Guidelines are provided below.
- ix. Participate in a Mid-term Group Reflection Discussion with other ExCELR (facilitated by SEDE).
- x. Submit a final paper (1500 words) by December 7th. Guidelines are provided in the grading rubric.
- xi. Reflect on their experience and share their insights during class discussions.

b. Community site supervisors are expected to:

- i. Provide work as confirmed with instructor and SEDE.
- ii. Provide orientation/training of the site and position.
- iii. Provide the student with a clear schedule of work hours.
- iv. Offer sound guidance, direction, and input.
- v. Provide opportunity for the student to receive feedback.
- vi. Complete a short evaluation supplied by McGill of the student's efforts at the end of the term.
- vii. Notify the SEDE contact if the student does not provide prior notice when missing site visits

#### V. How to apply:

To ensure that there is a good fit for students and community partners, you are required to apply for your top 2 placements by the end of Week #2.

Application link will be emailed to you by the first day of class.

Application criteria:

- Can be at community site on scheduled placement times as outlined in the Project Plan
- Meets language requirements (if applicable)
- Is committed to performing tasks requested

PLEASE NOTE: For some projects you may be required to do a phone or in-person interview with the community partner. If you are working with children or in private homes, you may be asked to complete a police record check.

## VI. ExCELR Orientations

### a. Orientation with SEDE

Before starting your ExCELR placements, you will be required to attend a 1.5 hour orientation hosted by the SEDE Office. The orientation is designed to help clarify expectations for your placement, set your own intentions, as well as understand the local and broader social contexts around community-university collaborations and the work of community-based organizations.

**When:** Wednesday, September 20; 1:05 - 2:25pm

**Where:** In class (Education 129)

### b. Orientation at Community Site

During Week #4, SEDE staff will accompany you to your first site visit (TBD) where you will receive an orientation from one of the community partner staff about the work they do. Together we will also confirm the expectations of the work, tasks and deliverables as outlined in the ExCELR Memorandum of Understanding (MOU), which we will then sign.

## VII. Weekly Structured Reflection Journal entries

- Done through *myCourses* Discussion tool.
- To be completed every 2 weeks (Weeks # 4, 6, 8, 10, 12).
- 300 words max.
- Pick at least 2 questions from below to reflect on in each journal entry. Instructor may provide you with a specific question to explore.
- Questions are guided and purposeful: helping students promote a deeper understanding of course subject matter and its relation to their community placement experiences; help develop thinking towards their final reports.

### a. Questions you should reflect upon in your journal:

- i. What type of ExCELR project are you participating in? Describe the project and/or the structure, functions, and goals of the agency you worked in.
- ii. What were your reasons for selecting this particular work site?
- iii. What tasks did you perform during the project?
- iv. How was your project related to material discussed in class or covered in the textbook? Which readings or concepts come to mind as you reflect on your ExCELR project?
- v. What did you learn from the project about yourself, your role in the community, and others?
- vi. How does this project relate to your own personal experiences, or professional / personal goals?
- vii. In what ways did the project force you to question your own assumptions, beliefs, or stereotypes?
- viii. What do you plan to do with the new skills/awareness you acquired?
- ix. How can we sustain an active role in our communities throughout our lifetime? What are the challenges in doing so and how can we deal with such challenges?

b. Sample Assessment Rubric of ExCELR Reflection Journals

	<b>0-1: Novice</b>	<b>2-3: Effective</b>	<b>4-5: Outstanding</b>
<b>Content</b>	Integrates minimal class discussion/activity, readings and team project experience to respond to the journal question.	Draws substantially from the various aspects of course learning; references own previous summaries as a means to further propel the reflection.	Draws significantly from various aspects of learning both within and outside of course to deepen understanding of community engaged work and self within it.
<b>Critical Reflection</b>	Makes some connection between personal experience and course content.	Effectively uses course material to interpret experience and articulate learning as it relates to community engaged work.	Not only demonstrates significant understanding of experience through course material, but poses new questions and areas for development for deeper learning.

**VIII. Mid-term ExCELR Group Reflection Discussion**

- Done during week # 9 of classes
- Reflection helps students process their experience, learning and concerns. Done in class with other students in your team and with other ExCELR students, this can be a powerful way to make sense of everything you've experienced and learned so far as an individual and as part of a team and a community.

a. Learning objectives:

- i. Connect your experience with the course content
- ii. Reflect on the impact of your experience so far
- iii. Develop insights about the experience that will become new actions for the remainder of the project
- iv. Explore the community and equity issues being addressed in your project